

Nordisk forskningskonferens om miljö- och hållbarhetsutbildning

Abstract

Huvudförfattare: Ole Andreas Kvamme

Medförfattare: Klicka här för att ange text.

Titel (max 20 ord): The contribution of ethics education to education for a sustainable society.

Keywords (max 5 ord): ethics education, sustainability, normativity, plurality, the other

Introduktion, problem, syfte och frågeställningar (max 200 ord):

The ethical dimension of sustainability education has long been acknowledged (see i.e. the UNESCO Framework to UN DESD, 2006). The purpose of this paper is to discuss what may be the contribution of ethical education in an education for a sustainable society. Ethics (or: moral) education signifies here two different phenomena. Firstly, ethics education is a part of a specific school subject where ethics is addressed explicitly as part of the curriculum. This situation distinguishes the public school of Sweden, Norway and Finland, but is not the case, for instance, in Denmark (Kvamme, 2017). Secondly, ethics education is an aspect of education in every school subject, as indicated when brought in by UNESCO. Ethics concerns what is right and good addressed in images of what is a good life and a good society (Kemp, 2013). In this conception ethics is brought forward as a profound normative practice. This broad perspective on ethics implies that no clear distinction can be drawn between ethics and politics (Benhabib, 1992). While the paper appraise ethical aspects involved in an education for a sustainable society, a major issue at stake is the condition of ethics education within a pluralistic, democratic society.

Teoretiska och metodologiska utgångspunkter (max 200 ord):

A salient vantage point is a critical Bildung perspective which acknowledges a double societal mandate of the public school: To pursue central values and norms in society in ways which enable the students to critically assess and discuss the very same values and norms (Klafki 2004; Foros and Vetlesen 2012; Kemp, 2013 and Straume, 2016.) This perspective is here informed by critical theory as developed in the moral philosophy and political theory of Seyla Benhabib (1992; 2006; 2011). Methodologically the paper is anchored in a critical hermeneutics (Ricoeur 1981), which stresses the significance of distanciation for critique and understanding of the material involved, and the inescapable contribution of the researcher in the establishment of meaning.

Metod, data och analysprocess (max 200 ord):

The paper is mainly theoretically oriented, engaged in presenting a suggestion to what the contribution of ethics education possibly could be. But the paper does include an analysis of the ongoing renewal of the Norwegian curriculum as an instantiation of ethics education addressed in the curriculum of a particular school subject, and it does refer to the United Nations history when



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elucidating some basic normative perspectives accompanying sustainability education. Theoretically the positions of Sandell, Öhman and Östman (2005), Schlossmann (2012) and Curren & Metzger (2017) are referred to and discussed.

Preliminära/slutgiltiga resultat (max 200 ord):

So far the preliminary results may be summed up in the following suggestions: Ethics education should help students to identify and assess normative aspects involved in sustainability education. Sustainability education does have a normative nerve, acknowledging some basic threats to human and non-human life now and in the future. Here sustainability education reflects UN conventions and treaties, as supported by the respective national government. How the addressed threats are to be met, is an ethical and political issue which ethics education should address in a pluralistic manner. European moral philosophy has traditionally conceived the relationship to the other as a reciprocal, geographically demarcated relationship. This does not suffice as an ethical perspective for sustainability education. Here ethics globally also involves a relationship to a distant other, temporally to a future other, spatially to nature as the other. From here follows a risk of abstracting the ethical dimension, i.e. in a carbon footprint rule. I suggest the ethical importance of making the other visible. That may be done in the form of Benhabib's conception of moral judgment as bringing in concrete and possible others affected by my action.

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Huvudförfattare: Leif Östman

Medförfattare: Katrien Van Poeck & Johan Öhman

Titel (max 20 ord): : Sustainable Development Teaching: Ethical and political challenges

Keywords (max 5 ord): Sustainable development, political , ethical, teaching, didactic

Introduktion, problem, syfte och frågeställningar (max 200 ord):

The pursuit of sustainable development became one of the major societal challenges of our times. Since it proves to be very difficult to come up with adequate solutions for sustainability problems, realising a more sustainable world is often considered to be a matter of learning to find a way out of unsustainability (Finger & Asun 2001; Loorbach 2007). Yet, also for educative practices, sustainability issues are very challenging. Often characterised by a lack of clear-cut solutions (Rittel & Webber 1973; Hisschemöller & Hoppe 2001; Lönngren et al. 2016), sustainability problems are at odds with common conceptions of teaching and learning in terms of transferring unambiguous knowledge and acquiring pre-set skills, values and attitudes. Instead, they confront teachers with the challenge to handle the ethical and political dimension of sustainability issues. Accordingly, this presentation, and the book that underpins the presentations, engages with the following questions:1.

How can relevant scholarship on ethical and political challenges in sustainability education be brought together? 2. How are state-of-the-art academic insights regarding the ethical and political dimension of teaching sustainable development be applied to educational practices?3. How can theoretical/conceptual frameworks on ethical and political challenges in sustainability education be translated into didactic models for teachers?

Teoretiska och metodologiska utgångspunkter (max 200 ord):

The work underpinning this contribution is based mainly on pragmatism and the idea that sustainable development teaching is not only a cognitive but also an ethical and political challenge: a matter of finding and implementing appropriate ways to deal with knowledge, (un)certainty, values and norms, ethical dilemmas, political controversies, concerns for the planet and its inhabitants, struggles over truth, etc. By translating state-of-the-art academic research results into practical knowledge, we aim to support (future) teachers to handle ethical and political challenges in sustainability education, nourish their professional reflection, inspire their teaching practice and offer teacher trainers a coherent theoretical framework and a wide range of empirically grounded knowledge that is useful for training programmes and courses.



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Metod, data och analysprocess (max 200 ord):

This presentation will address a variety of theoretical frameworks and analytical models and methods that the authors consider fruitful in relation to the above outlined aims and objectives. :• The multilevel perspective on sustainability transitions•

Companion meanings • Fact-based, normative and pluralistic
environmental and sustainability education• The political tendency in
environmental and sustainability education• Teaching as a matter of staging
encounters• Taking-up ethical global issues in the classroom• Authenticity in
environmental and sustainability education• Political and ethical movesThe focus
of the workshop is on how to translate theoretical frameworks and analytical models and
methods into didactic models for teachers.

Preliminära/slutgiltiga resultat (max 200 ord):

The book that underpins the presentation consist of three parts. Part I outlines the challenge of building a more sustainable world and raises some questions and concerns regarding how to understand and develop adequate educational practices in this respect. It offers insights and models for understanding the interesting yet ambiguous concept 'sustainable development' and the complex process of transforming society in a more sustainable direction and addresses the question what those insights imply in relation to education. Part II guides teachers in how to prepare their courses and lessons and fosters reflection about how to position themselves and their teaching practices within a multiplicity of approaches to addressing the ethical and political dimension of sustainability education. The described and illustrated insights, models and typologies help to define education goals and intended learning outcomes, to select subject matter, to decide on suitable teaching methods, etc. Part III focuses on the performance of teaching practices. It is focused on the concrete design, implementation and evaluation of practices and offers the reader useful concepts, frameworks and models which are illuminated by descriptions of practical examples.

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Huvudförfattare: Nicklas Lindgren

Medförfattare: Klicka här för att ange text.

Titel (max 20 ord): School lunch and the political dimension of consuming animals in education

Keywords (max 5 ord): Consuming animals/animal products, school food, political conflicts, dislocatory intervention, democratic education

Introduktion, problem, syfte och frågeställningar (max 200 ord):

Addressing the consumption of animals in education as educative and environmentally important questions (Rice 2013; Rowe 2012; Russel & Semenko 2016; Pedersen 2009), this paper gives an explorative-empirical contribution to how environmental aspects of consuming animals in education are connected with political dimensions. While schools are important environmental and political arenas in order to discuss and deal with environmental issues (Gough & Scott 2008), the consumption of animals in educational settings has traditionally been an overlooked environmental and political matter. Consequently, eating in education is one of the least criticized aspects of schooling, seen as a "...mere accident to the so-called real learning that takes place in the classroom" (Rowe & Rocha 2015, 483). Starting in focus group interviews, this paper examines how students make sense of an upper-secondary school initiative to serve vegan food during a month in order to emphasize the environmental consequences of consuming meat/animal products. Drawing from the interviews, 'eating environmentally' (by excluding animal products) is closely connected to political-(gendered and often conflictual) contexts of consuming animals. Therefore, the purpose of this paper is to stress the (often overlooked) pedagogical potential to take the political conflicts that circumference the question of consuming animals into democratic practice.

Teoretiska och metodologiska utgångspunkter (max 200 ord):

In this paper the school initiative to exclude animal products is analyzed as a 'dislocatory intervention' where the 'educational habit' of consuming meat/animal products is dislocated. The concept 'dislocatory intervention' draws inspiration from the concept 'moments of dislocation' which stems from political discourse analysis (cf. Howarth 2013; Laclau 1990). Interpreting Laclau's (1990) use of the concept, a 'dislocatory moment' occurs in a situation when it is not clear how to go on or how to engage in educational routine practices. When it is not clear how to go on in a routine practice, 'a void' occurs that (potentially) could be traumatic and affective since it can deprive a person from certain beliefs of how things are or ought to be (Andersson 2018, 650). The next step is to examine



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how subjects ‘fill the void’ by investing in a new principle in order to ‘close the dislocation’ (cf. Laclau 1990). Therefore, how subjects (affectively) identify or dis-identify with the dislocatory intervention becomes a central scope for analysis. By analysing the school initiative to impose a vegan month as a ‘dislocatory intervention’ this paper examines how students make sense (‘fill the void’) caused by the exclusion of animal products in the refectory.

Metod, data och analysprocess (max 200 ord):

Empirical data: 13 recorded focus group interviews (7, 5 h)

1 single student interview

1 interview with the kitchen chef, a teacher and the school CEO

Field work observations in the refectory (3,5-4 h)

The upper-secondary school is located in a larger urban commune and has approximately 800 students. The interviews lasted for about 25-45 minutes and were piloted by the author during the visits under a period of three weeks. The interviews took place with students in civics, natural science, economics and one interdisciplinary course in politics and sustainable development. I kept a simple journal, taking notes of different topics but also feelings and reactions from the participants during the interviews. The interviews were audio-recorded and a stopwatch were used to register the time of different dictums (to facilitate the process of transcribing). The interviews were semi-structured, using a questionnaire that consisted of five relatively open ended questions. The analytical concept (‘dislocatory intervention’) was used to analyze the empirical data in the following two steps:

1. Identifying the habit of consuming animals in the emergence of the dislocatory intervention.
2. Identifying students (affective) responses and how students ‘filled the void’ caused by the dislocatory intervention.

Preliminära/slutgiltiga resultat (max 200 ord):

By analysing the school initiative as a dislocatory intervention, two central results will be displayed. Firstly, the exclusion of animal products give rise to emotional-affective responses related to ‘a lack of nutrition’ in the vegetable food. Moreover, seeing animals as nutrition accentuated the centrality (and learning) of consuming meat/animal products in educational settings. Secondly, students ‘filled the void’ by politicising the school initiative to impose a vegan month. The students political responses did also display conflictual dimensions of consuming animals in education. These political-conflictual responses are presented in four themes, displaying the exclusion of animal products as a...

- (i.) left-right conflict, (ii.) gendered-political conflict, (iii.) embodied- political conflict, (iv.) conflict about the schools expected (political) neutrality. These political-conflictual responses are connected with a radical democratic approach (RDA) which emphasizes a democratic education that encourages political conflicts, passions and emotions (Håkansson et.al 2017; Sund & Öhman 2014; Van Poeck & Vandenabeele 2012). In relation to a RDA-perspective, three (preliminary) educational potentials of bringing the consumption of animals to democratic practice will be presented: 1. ‘(Reveal) and teach about the political identities connected to animal consumption’. 2. ‘Teaching sustainability through conflicts’ 3. ‘Bridging the global and local-(situated-embodied) when teaching sustainability’



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